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ABSTRACT

This booklet, intended for regular education teachers who have children with albinism in their classes, begins with an explanation of albinism, then discusses the special needs of the student with albinism in the classroom, and presents information about adaptations and other methods for responding to these needs. Special social and emotional problems of these children are also considered. Specific topics covered include the following: the meaning of "legally blind," discipline/classroom behavior and the child with albinism, the very young child with albinism, school-aged children with albinism, specialized instruction by a teacher of students with visual disabilities, optical and nonoptical assistive devices, materials for reading and handwriting, testing, photophobia and glare, and nonclassroom activities. Eleven national and international organizational resources are listed. (Contains nine references.) (DB)

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The Student With Albinism in the Regular Classroom

by

Julia Robertson Ashley

NAPVI / NOAH

a joint publication of

The National Association for Parents of the Visually Impaired
and
The National Organization for Albinism and Hypopigmentation

c. 1992

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PREFACE

Children with albinism have some very special needs in the classroom and elsewhere in the school because of their low vision, sensitivity to bright light, and tendency to sunburn easily. With understanding of their special needs and knowledge of techniques for dealing with them, teachers and other school personnel can help a child with albinism to enjoy school and learn normally. The teacher and other school personnel will, therefore, find working with the child with albinism a rewarding experience. However, without the needed understanding and adaptations, the teacher may be puzzled and frustrated; and the child with albinism will find school a traumatic experience.

Very little has been written specifically about how to help children with albinism in school. We are very grateful to Julia Ashley for writing this booklet. The information in this booklet is based on the author's review of special education literature, a survey, and consultations with leaders of relevant organizations. Her survey was sent to special education teachers as well as members of the National Organization for Albinism and Hypopigmentation (NOAH) in the United States and the Albino Fellowship in Scotland. Respondents to the survey included persons with albinism, parents of children with albinism, and teachers of the visually impaired who have worked with children with albinism. In writing this booklet, the author consulted closely with leaders of NOAH and National Association for Parents of the Visually Impaired (NAPVI).

This booklet begins with an explanation of albinism, then discusses special needs of the student with albinism in the classroom and presents information about adaptations and other methods for responding to these special needs. The author also addresses some of the special social and emotional problems the child with albinism will experience in school and suggests some ways of helping the child with albinism and classmates deal with these. Special considerations related to nonclassroom activities are also discussed. The booklet concludes with a list of references and resources.

While the booklet is addressed primarily to regular teachers in elementary and secondary schools, it is also written for school administrators, school counselors, school nurses, and other school personnel. Others who will find it helpful are parents of children with albinism, physicians who are treating children with albinism, and students in fields related to teaching, special education, and medicine.

Janice L. Knuth, MSW, ACSW
President
National Organization for Albinism and Hypopigmentation

INTRODUCTION

A child with albinism is enrolled in your classroom and you have learned that this child has a serious visual disability. You may be uncertain how his or her needs vary from other children in your class. This booklet has been designed to answer questions and address concerns you may have about this child or student in your class and has been designed to help you, the teacher. Use it in whatever manner suits your needs and teaching styles. It is also strongly recommended that you obtain the booklet When You Have a Visually Handicapped Child in Your Classroom, by Mrs. Iris M. Torres and Dr. Anne L. Corn (American Foundation for the Blind, 1990). This booklet has many excellent suggestions for meeting the needs of children with a wide range of visual disabilities. Many of the suggestions in the AFB booklet will be appropriate for a child with albinism. This booklet is available free of charge for single copies to classroom teachers; call 1-800-AFB-LIND to request a copy. You may also wish to request a copy of the latest AFB catalog of publications for additional resources.

Legislation such as the Individuals with Disabilities Education Act and the Americans with Disabilities Act in the 1990s have expanded and updated the provisions of the landmark PL 94-142 (Education of All Handicapped Children Act). These laws have presented teachers with both the opportunity and the responsibility of providing an appropriate education for students with visual disabilities in as least restrictive an environment as possible. Most regular classroom teachers have little or no experience with children with visual disabilities. To be told that you will have a child who is legally blind (as many children with albinism are) can be initially intimidating. Children with albinism have useful amounts of vision for reading and learning and may need to learn alternative approaches to use their vision effectively. This booklet is designed to help you realize that children with albinism have a great deal of functional vision, and just need guidance and opportunities to adapt to regular classroom instruction. In order to help meet the special needs of this child, your school should have support from a special teacher of students with visual disabilities. This teacher has special preparation in the educational needs of children with a variety of ocular conditions, and can help you modify classroom procedures as may be needed. Make a note of any questions you have during the year, and talk to this specialist. The teacher may be a VH (visually handicapped) resource room teacher, an itinerant teacher, or a consultant, depending on the needs of your school. You and your specialist teacher can work together to provide an environment that is stimulating and appropriate for this child's needs. Good luck and best wishes for the school year!

WHAT IS ALBINISM?

Albinism is any congenital hypopigmentation (lack of pigmentation), which can occur in plants, animals, and humans. In the human being, it affects the eye in the form of reduced visual acuity and nystagmus, and causes moderate to serious visual impairment. It has been recorded in earliest history, with speculation that Noah of Biblical fame had albinism (Sorsby, 1958). Most people have seen individuals with extremely fair skin and hair, and may have been told that a person was an "albino". Yet few people in the general public realize that all persons with albinism also have a serious visual disability. This condition is inherited through recessive genes. This means that both parents must carry the same rare gene for a particular type of albinism. It is possible for several children in a family to have albinism, but there is only a 25% chance of any one pregnancy resulting in a child having the condition (Haefemeyer, 1986). The condition is found in approximately one out of every 17,000 people in the United States. Even with the limitations of low vision, individuals with albinism can live normal lives when they have appropriate support and resources. As adults, they have families and jobs and participate in community activities.

Common characteristics of individuals with albinism include nystagmus, strabismus, photophobia, a lack of depth perception, and skin which is extremely easily sunburned. Nystagmus is the involuntary rapid horizontal movement of the eyes, which causes a reduction of visual acuity. Strabismus is the lack of coordination between the two eyes (they don't appear "straight"). There also is a lack of depth perception. The student will have great difficulty in judging distances and spatial concepts but can often compensate for these difficulties. Photophobia is an extreme sensitivity to light which can cause reduced acuity in vision.

THE CHILD WITH ALBINISM IN CLASS

Treat the child with albinism as you would any other. Don't feel awkward using terms such as "look" or "see"--these are normal parts of this child's vocabulary, too. Sometimes teachers worry that they may say the "wrong" word or phrase around a child with a disability. A student who is classified as legally blind or visually disabled still may have a great deal of useful vision for educational purposes (Bailey and Hall, 1990). Don't let the terminology make you uncomfortable. The child knows if he or she is loved and accepted, and won't resent a teacher asking questions. It's OK to ask the child to look and describe what he sees. This may be the most practical way

you as a teacher may have of finding out what his visual field or functional level may be. An excellent source for quickly assessing distant and near visual acuities is the Efron Visual Screening Test (1980), a set of cards which can be used with children from about age three and with non-English speaking persons of any age, and can be administered by the special teacher of the students with visual disabilities. It is an excellent screening test utilizing cards and wall charts. The test distance is ten feet, but acuity measures are reported in standard Snellen-type (20/20, etc.) numbers. One major advantage of this test is that it is able to report acuities falling within the 20/100 and 20/200 range.

Years ago, students with visual problems who were not functionally blind were called "partially sighted". The current accepted educational terminology is "low vision". Low vision is insufficient vision to be able to do a desired task. Low vision children have a serious visual disability, but are able to use their vision for functional purposes, as compared with children who are functionally blind (Barraga and Erin, 1991) and who use other senses as their primary mode for reading and academic learning.

Introduce him or her to the class just as you would with any other new child coming into your class. If other students or teachers have questions, encourage the student with albinism to answer the questions himself or herself. Some children are very open about discussing albinism and others may be less comfortable discussing their condition with classmates. The teacher may wish to discuss possible approaches with the school guidance counselor.

The classroom teacher may have to deal with the element of teasing and namecalling. Children with albinism may have a dramatic physical appearance which could cause other children to tease or say unkind things. Often teasing is a result of the child's not understanding differences. When the children understand another child's disability, the teasing often stops and the other children can become helpful instead of hurtful. Unfortunately, black children with albinism may be subjected to more teasing than Caucasian children with albinism due to the extreme difference in skin pigmentation (Waugh, 1988). Black, Hispanic, and Oriental children with albinism are often misunderstood or rejected by other children, and even adults, of their own race.

One idea to encourage understanding might be to encourage the child with albinism to give a report about albinism and the various devices that are

utilized; however, if a child has been teased, this may be very difficult for him or her to do. This should be suggested, but never required because the child must feel comfortable about this rather than pressured to do so. The classroom teacher will normally help children and their peers to cope with differences; albinism is just one type of a difference. The goal is to develop in children a positive attitude toward differences and to accept others for who they are. Children with albinism are like other children with disabilities in needing help and helping others in developing their self-esteem. Tact must be used, of course. Some children may be inclined to tell the teacher that something is "helping" in order to avoid hurting the teacher's feelings when in fact the child just doesn't know how to tell the teacher that the attempt to help is not working as it is intended.

The child may also have a misunderstanding of how his or her eyes actually look to others. Some children have heard that their eyes move back and forth, and may imagine it to be more serious that it actually appears to others. Dr. Anne Corn suggests having the child place a magnifier on a mirror to allow the child to watch the effects of the nystagmus on his or her own eyes. Dr. Corn related that when she did this with one student, the child said that she didn't think her eyes "looked like that big a deal."

Include this student in all areas of the school program in which any other student would participate. Art, music, physical education (PE), library, and other special activities are appropriate for the child with albinism. The specialist teacher can make suggestions as to modifications which may be needed for these areas (for instance, it would probably be suggested that in outdoor activities during P.E., the student should wear a cap with a visor, sunglasses and a sunscreen. Different games with larger and slower-moving balls may be appropriate).

WHAT DOES LEGALLY BLIND MEAN?

Children with albinism have a wide range of acuities varying from 20/80 to 20/800. You should know the individual student's acuity and functional abilities for the classroom. A typical child with albinism might have an acuity listed as 20/200, which is considered legal blindness. Legal blindness is a term defined by the American Medical Association in 1934 and adopted by the U. S. Congress in 1935 in order to define eligibility for special services for the blind. Legal blindness is defined as "central visual acuity of 20/200 or less in the better eye with corrective glasses or central visual acuity of more than 20/200 if there is a visual field defect in which the

peripheral field is contracted to such an extent that the widest diameter of the visual field subtends an angular distance no greater than 20 degrees in the better eye" (Scholl, 1986, p. 26).

In simpler terms this means that if his or her vision is classified 20/200, the student can see from 20 feet what students with normal vision can see from 200 feet. His near vision (reading distance) may (or may not) be much better; the child might have nearly normal reading abilities if holding a book three or four inches away from his eyes.

Students who are legally blind, as most students with albinism are, will be eligible for quota funds, which can be used to purchase materials from sources such as the American Printing House for the Blind (APH). These materials can be used to supplement instructional materials for the student and are ordered by the special teacher of the visually handicapped. Quota funds are a special allotment provided to school districts (including all legally blind students) by the U. S. government which will aid a school district in obtaining materials for the legally blind students. APH sells books and materials for students with visual disabilities in large print and Braille formats. It maintains a catalog of textbooks available throughout the United States in Braille, large print and recorded formats. The address for APH is: AMERICAN PRINTING HOUSE FOR THE BLIND, 1839 Frankfort Avenue, Louisville, KY 40206. Another source of information is: RECORDINGS FOR THE BLIND, 20 Roszel Road, Princeton, NJ 08540, (800) 221-4792 or (406) 243-5481. This organization merged in the early 1990s with Computerized Books for the Blind to become one organization. The Library of Congress has a catalog entitled Volunteers who Produce Books: Braille, Large Print, Tape. This is a useful source for information on materials which you cannot find in adaptive mediums. Your local library's Reference Department can usually assist you in locating this resource if it is not available in your district. An additional resource you may wish to contact is your state Commission for the Blind or agency for assisting citizens with disabilities. All states have an agency which fulfills this function. Local resources and private agencies should be considered, as well.

DISCIPLINE/CLASSROOM BEHAVIOR AND THE CHILD WITH ALBINISM

You should expect the child with albinism to follow classroom rules and discipline codes just as any other student would. Encourage the student to move quietly about the room as necessary to obtain the best view of activities. If he or she needs to move to another place in order to have a better visual focus on a filmstrip, chart, or chalkboard information, have the child do so independently. The older students often know what works best for them and should be encouraged to learn and use their own methods in compensating for the vision difficulty. The child may need some assistance to know where to stand so as not to block another student's view.

The student with albinism at times might not seem to respond to visual communications and clues from a distance such as the nod of a head indicating a child's turn to answer a question. This is probably because he cannot see them! It may be difficult for this child to recognize facial expressions or hand gestures. Use verbal cues as well as physical ones.

THE VERY YOUNG CHILD WITH ALBINISM

When working with infants and toddlers with albinism, movement activities and learning strategies used with normally sighted preschoolers are appropriate. Outdoor activities should be included, but it is important to make certain that sunshades or sunglasses are utilized with even the smallest children. OshKosh B'gosh makes a train conductors hat in very small sizes which could fit babies of only a few months of age. Another product useful is the sunglass line by Baby Optics. They make sizes including Newborn, Baby, Toddler, and Kid. These have a high UV protection level, are priced under $15.00, and were recommended by a mother who had used them since her child was under one year of age. These products are found at many baby specialty stores. Any use of tinted lenses should be discussed with a parent who should make the decision in consultation with the child's eye specialist.

As the child becomes preschool age, it may be a good idea to gently talk about albinism with the child. Often, other adults may have mentioned his condition around the child thinking that their remarks wouldn't be understood. One mother of a three year old reported her daughter telling her that she had "pink eyes". The mother used crayons to draw pictures of a child with pink eyes and a child with darker colored eyes. The little girl decided herself that she did not have "pink eyes." But "little pitchers have big ears" and the children often may have a misunderstanding of the condition of albinism. According to Dr. Anne L. Corn, Professor at the

University of Texas at Austin, one effective technique to use with a preschooler might be to allow the child to hold a magnifier and talk about Sherlock Hemlock, the detective character on Sesame Street. Dr. Corn recommends beginning as early as age four to introduce children to a monocular (a small, hand-held telescope). This is not to say that the child should be responsible for the monocular and keep it himself, but that parents should show it to the child and allow the child to use it on trips to practice looking more closely at distant objects. If a child is accustomed to using low vision devices at a very early age and realizes the advantages of using them, there is likely to be a reduction of resistance to using them in school, according to Dr. Corn. One parent reported using an inexpensive pair of Big Bird binoculars with a child with albinism who was only two years old. The little girl enjoyed looking through the colorful, low powered binoculars and began to understand the concept of use of visual devices, even though the term "visual devices" were never used. It was just a toy used like any other child which could also pave the way for future understanding.

SCHOOL AGED STUDENTS

Additional desk space may be needed to allow the student to properly use materials such as large print books, low vision devices, magnification stands, or tilted reading stands. The student may bring optical and non-optical devices to class.

Students with albinism are like other children in that they don't want to seem "different" any more than avoidable. If they seem reluctant to use an device such as a monocular (a small, hand-held telescope) or a magnifier, you should discuss this with the special teacher of students with visual disabilities.

Many students with albinism are able to read standard school books in regular print, sometimes with the assistance of low vision devices. The child should be seen by a low vision specialist to determine if optical devices may be useful. If the child needs large print books, these will be obtained by the specialist teacher. If classroom maps or charts are needed, this teacher can often help the regular classroom teacher adapt materials for the student. Large print is often used in elementary grades, but use at school may be discontinued in secondary levels due to the student's desire to use materials like other students. In secondary school, taped books and large print texts are used at home for reading. Regular print books with handheld or stand magnifiers are typically used at school. Tape recordings of texts may be used as well. Auditory devices such as cassettes and tapes may be used to tape lessons and assignments if needed.

The nystagmus and low visual acuity may cause the student to become fatigued during reading; it is important to allow frequent rests during reading periods and written examinations if needed. A rest period need not be long; it may be as simple as having the student look around the room for a few moments. You may need to encourage him to use the adaptive materials and to answer any questions other students might have about their use.

SPECIALIZED INSTRUCTION BY A TEACHER OF STUDENTS WITH VISUAL DISABILITIES

Students with albinism should receive certain specialized instruction to help them compensate for the visual limitations. The special teacher will instruct them in such skills as keyboarding, listening, orientation and mobility (travel and utilization of the environment), and daily living skills. Keyboarding is important because the student can learn to type assignments, reproduce them in large print for review, and write in a less tiring manner. Writing can be a very difficult activity for a student with limited vision. Listening skills are useful for all students, but especially important for a child with a visual disability such as albinism. Often the student will obtain information from teacher lectures and discussions which other students will obtain through vision.

The size of print used with the child will be decided on an individual basis. Braille instruction will not be needed by students with albinism under normal circumstances. The need for an individual evaluation of the need of each child is stated by the Position Paper of the Division for the Visually Handicapped, Council for Exceptional Children, "there can be no predetermined reading medium for all students within an arbitrary category and still uphold the principle of educating each student according to his or her individual capabilities and needs" (Koenig, Sanspree, and Holbrook, 1990, p. 10). "Each student with a visual handicap should be assured that decisions regarding the reading medium are based on observed sensory functioning and not on arbitrary criteria such as the student's visual acuity or legal definitions of visual handicaps" (Koenig, Sanspree, and Holbrook, 1990, p. 11).

Special materials which have been adapted for students with low vision will be ordered by the special teacher for the student. Materials such as large print books, adaptive computer software, and audio tapes will be able to supplement the regular curriculum. The specialist teacher will work with this student to orient him/her to the school building and grounds. The student will be able to see most objects and obstacles within walking

distance. Distant objects and extremely bright areas will be the areas which usually will present most difficulty for a child with albinism.

OPTICAL AND NON OPTICAL DEVICES

The needs of the child with albinism will be met with various optical and non-optical devices. These will be provided by an eye specialist such as an ophthalmologist, optometrist, or low vision specialist or by the specialist teacher.

Bookstands, which will allow the child to bring the reading material closer to his eyes, usually are tilted at an angle, and rest on the student's desk. If the child does not have a bookstand, try putting a large dictionary or several large books under the student's reading material to bring it closer to his face.

Large type books have the same material found in regular school texts, but in larger print. In some states, "large print" may only be 14 point. The legibility of the print is very important. Some large print materials are just magnifications of standard print, and can be quite blurry. Spacing between lines and between letters is an important quality.

Paper which has extra-dark lines, and more space between the lines can make it easier for the student with albinism to write. The teacher may want to experiment with different colored papers to see what works best for the individual child. Often teachers may hear or read the term "preferential" used with visually impaired students. Preferential seating or selection is not based upon a whim or mood; it simply means that the student has certain techniques which visually work best for him or her, and this is the preferred choice for the child.

Students may have special glasses such as bifocals for use in reading. These lenses may be tinted to help reduce glare. A child with an extreme sensitivity to light may wear sunglasses inside as well as outdoors. Children with albinism may have visual acuities fluctuate from day to day. Each child has very unique characteristics, and there is no way to categorize all students with albinism into one visual group.

Telescopic devices such as monoculars may be used to see writing on chalkboards and other distant objects. Monoculars are small, hand-held telescopes which can be adjusted by the student. Binocular glasses, which have telescopes built into the glasses, may also be used for distant viewing of activities such as movies, school plays, or sports events.

MATERIALS FOR READING AND HANDWRITING

It may be desirable to use pens and pencils which are very dark. Materials written with black felt tip pens or black ball point ink are much easier for the student to read than the usual classroom pencils. If a pencil must be used, try to find a #1 pencil, which has a darker colored lead than most classroom pencils.

Acetate sheets, or sheets of colored film or plastic, when placed over a page can make the print or handwritten materials easier to read. The teacher will need to experiment to see what color acetate is best for a particular student.

Handwritten material may be especially difficult for a child with albinism. Tests given to the student should be typed rather than handwritten or written on the chalkboard. Allowing children to trade papers in class and grade one another's papers may place the child with albinism at a disadvantage, because handwritten materials are so difficult to read.

The usual purple ditto masters which many teachers use should probably not be used with a student with albinism. The purple print is virtually impossible for some students to read. Try making a copy of the original material on a copier for this student. The teacher may wish to use a copier which is able to make dark copies for the student, or to enlarge print to make materials more easy to read for the child. Large print versions of many textbooks are available from sources such as the American Printing House for the Blind, but the teacher may have to photocopy and enlarge other materials.

TESTING

Most schools utilize standardized tests during the year. The visually limited student will be able to take these tests, which should be provided in the appropriate medium. Either large print or regular print with use of a low vision device will allow a student with albinism to take the same nationally standardized tests as other children. Some experts believe that these tests should be provided in large print in order to allow the child to mark answers directly in the test booklet. Another school staff member may later transfer the responses to a machine scorable answer sheet. Students with low vision are customarily allowed time and a half to complete such testing, along with visual rest breaks. Some tests allow for extra time for a student with a visual disability. Test-taking can be very visually fatiguing, and a more accurate score will be obtained when the student is given extra time to take the test, and rest breaks.

PHOTOPHOBIA AND GLARE

Children with albinism usually have photophobia, which is an extreme sensitivity to light, and the teacher should seat the child away from windows and glaring light. If the child is seated in the first row opposite windows, he may get too much glare due to reflected light. The child's vision may fluctuate from day to day, and can be affected by fatigue, emotions, and medication.

Glare is a distinct problem for children with albinism. Visors or eye shields may be useful in reducing overhead light and glare. The teacher should take care not to stand with his or her back to the window in the classroom. The glare from the window makes it difficult for the child with albinism to look at the teacher. It is normally difficult for a child with albinism to maintain eye contact; to attempt to do so with glare compounding the condition is virtually impossible. The child will need to be shielded from uncomfortable light which makes his vision even worse.

Special materials which have been adapted for students with low vision will be ordered by the special teacher for the student. Materials such as large print books, adaptive computer software, and audio tapes will be able to supplement the regular curriculum. The specialist teacher will work with this student to orient him/her to the school building and grounds. The student will be able to see most objects and obstacles within walking distance. Distant objects and extremely bright areas will be the areas which usually will present most difficulty for a child with albinism.

NONCLASSROOM ACTIVITIES

Your student with albinism will be able to participate in most activities with only minor modifications, but special consideration should be given to certain matters of safety.

Assembly or Group Presentations -- Most schools allow the youngest children to sit near the front, and the older classes in the rear of the lunchroom, auditorium, or similar area. The student with albinism may need to sit closer to the stage or to use a monocular in order to see adequately. Allowing a friend to sit with the child will make this more enjoyable, especially if the student will be sitting next to much younger children. Do not insist that the child move closer if he or she prefers to remain with classmates.

Field Trips -- Consider informing staff members at museums or theaters that you have a student with a visual disability. If they are informed in advance, special arrangements can often be made to allow the student to get a closer look or even touch some exhibits. In unfamiliar surroundings a child with low vision is at a greater disadvantage, so alert the adult to whom the child's group is assigned.

Physical Education Classes and Outdoor Classes -- Outdoor activities may be difficult for the child with albinism. Physical education classes which involve sports like softball or basketball may cause difficulty for these students, due to the visual problem. Other sports such as track, swimming, and aerobics can be enjoyable for the child with albinism, and they can perform well in these areas. The photophobia may cause discomfort for outdoor activities, but use of ball caps, eye shades, tinted lenses, and sunscreens can help the child enjoy outdoor activities. However, Janice Knuth, President of N.O.A.H. (National Organization for Albinism and Hypopigmentation) pointed out that there is a trade-off in using tinted lenses--tint reduces discomfort from glare, but it also reduces clarity and detail. People with albinism may resist using sunglasses at times because they feel they do not see as well when wearing sunglasses.

Outdoor games played in shade with well-defined boundaries for movement games work well. Children may feel unsure of playground equipment such as slides because of the glare, but enjoy the equipment when they have partners. Yellow balls and colored bases make ball games more visible for the child with albinism. Small ball games (tennis, badmitten, softball, baseball) are extremely difficult for children with albinism, due to both the size and speed of the balls; games involving larger balls work much better. Swimming, aerobics, gymnastics, track, horsemanship, skiing are sports which can be enjoyed with minimal adaptations required.

Fire Drills -- Do not ask another student to assist the child with albinism during drills or actual fires. The visually limited student may need assistance during an emergency, and children can panic or forget in these situations. It is unrealistic and unfair to expect another child to take the responsibility for a peer. An adult should always maintain responsibility for children with special needs.

SOME FINAL THOUGHTS...

Your school and your classroom will be part of the child's world. You need not feel pity for this child; in fact, to do so is a great disservice. With proper placement and arrangements, the student with albinism will not require a disproportionate amount of the teacher's time, and you will not need to neglect other students in order to meet this child's needs. Many children with special needs or gifts are in today's regular classrooms. A child with albinism should be able to enjoy and learn just like any other child.

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ADDRESSES OF RESOURCES

American Foundation for the Blind, 15 West 16th Street, New York, NY 10011, 1-800-AFB-LIND, (212) 620-2000

American Printing House for the Blind, 1837 Frankfort Avenue, Louisville, KY 40206, (502) 895-2405

Council of Citizens with Low Vision, 600 North Alabama St., Suite 2300, Riley Tower 2, Indianapolis, IN 46204-1415, 1-800-733-2258.

Council for Exceptional Children, Division for the Visually Handicapped, 1920 Association Drive, Reston, VA 22091.

NAPVI (National Association for Parents of the Visually Impaired, 2180 Linway Drive, Beloit, Wisconsin 53511, 800-562-6265

NOAH (National Organization for Albinism and Hypopigmentation), 1500 Locust Street, Suite 1816, Philadelphia, Pennsylvania 19102, 1-800-473-2310

National Society to Prevent Blindness, 500 East Remington Road, Schaumburg, IL 60173, (312) 843-2020.

International Organizations Dealing with Albinism:

Albino Fellowship, 15 Goukscroft Park, Ayr, KA74DS, Scotland
Albinism Fellowship, P. O. Box 717, Modbury, S. Australia.
NOAH Puerto Rico, Inc., Carmelo Almodvar, Pres., Arecibo Gardens #70, Arecibo Gardens, Puerto Rico 00612.
Tanzania Albinos Society, H. J. Mwaimu, Gen. Sec., P. O. 9644, Dar Es Salaam, Tanzania,Tanzania.

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